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as vivid as a chemical formula. By this contact with reality every science must be judged.

The standard of research was never higher than it is to-day. Grammar cannot rightly be despised, when it is not an end in itself, but is rather a way to a knowledge of men who in a spiritual sense are the fathers that begat us. Dr. Leaf declared that he had constantly found points of contact with the Classics in his daily life. The rest of his address he devoted to two illustrations of this sort of contact. The first was an epigram of Theocritus, apparently written as the advertisement for a banking-house: 'To natives and to strangers this bank gives equal dealing. . . . Caius pays foreign moneys at request, even by night'. This opens up very interesting questions concerning ancient banking, exchange, possibility of letters of credit, etc. The second instance was the interesting history of a great banking-house at Assos, of which Hermias, the friend of Aristotle, became the head. This history was recently made much clearer by the discovery of a papyrus. Dr. Leaf said he felt a professional pride in Hermias.

The afternoon session of August 3 was assigned to a debate on The Best Method of Strengthening the Classics in English and American Education. Professor Harrower, of Aberdeen, who opened the debate, gave a very interesting and witty account of the problems of Greek at Aberdeen University, which would be much appreciated by University teachers in America. He distributed copies of a circular on the Course in Greek History, Literature and Art in Aberdeen University for non-Greek students. He dealt with various suggestions that had been made to aid the cause of Greek, and showed their insufficiency. He also made constructive suggestions, based on the experience of Aberdeen University, which there is not space to summarize here. The debate was carried over to the next afternoon. Among the many participants was Dr. Mackail. He spoke of the fifty-seven recommendations at the end of the Report referred to above, and urged all upholders of the Classics to concentrate upon three points, working (1) that Latin shall be a normal subject of the curriculum for all pupils in Public and Secondary Schools; (2) that Latin shall be retained or restored as a necessary subject in all Arts courses; and (3) that all teachers of Latin shall have a knowledge of Greek. The saving of the study of Greek would best be secured by (3); this opens the possibility of introducing Greek again in Schools. Dr. Mackail declared that the prospects of the Classics were never higher. All the materials of education, science included, are in the melting-pot. The Association, he said, can help in forming public opinion. We should show our faith by our works.

Professor Kenyon, in closing the debate, asked every one to study the Classical Report. Formerly Classics were protected. Now they are not protected anywhere, whereas other subjects are protected. Testimonials to the value of the Classics are available; therefore we have a right to appeal to the public not to let this valuable element in education perish.

On the evening of August 3, at a meeting in the Archaeological Museum, Mrs. Strong gave a most interesting illustrated lecture on The Underground Basilica near the Porta Maggiore, and Dr. Van Buren one on The Characteristics of Some Ancient Italian Cities.

At the morning session on August 4, Professor Housman read an extraordinarily brilliant paper on The Application of Thought to Textual Criticism. Dr. Conway, speaking of Livy as a Critical Historian, said that his subject had been suggested by a remark in the Presidential Address delivered at Newcastle by the

late Dr. W. Warde Fowler, to the effect that the imagination of the Romans exercised itself chiefly on great historical figures; hence he had turned to study again the early books of Livy. No one, he said, has ever claimed that Livy had the interest in small things that modern historians show. The discovery of ancient humanity is the object of classical study. We may thankfully accept what specialists can give, but we must always keep before us the great end and aim of our studies. Movements rather than people interested nineteenth century historians. They were not interested primarily, as Livy was, in men and women. Discussing the charge of carelessness so often made against Livy, Dr. Conway gave instances where the carelessness was that of modern critics—e. g. Madvig and Mommsen—not that of Livy himself. He next considered the care and insight of Livy in the study of character, e. g. in his treatment of the character of Scipio Africanus, the central figure of fourteen books, who illustrates the strength and the weakness of the Republic. We could not have reached our present verdict of Scipio without Livy. From Polybius we should have had an erroneous idea, wanting in light and shade.

On this day, too, Professor Calhoun, of the University of California, read a paper on The Early History of Crime and Criminal Law in Greece, and Mr. Cornford discussed The Unconscious Element in Literature and Philosophy.

On August 5 the following papers were presented: Elegiac Style, by Professor A. L. Wheeler, of Bryn Mawr College; After Alexander, by Dr. T. Glover; Sappho and Timas, A Footnote in the History of Greek Poetry, by Mr. Edmonds; The Brighter Aspects of Merovingian Poetry, by Professor E. K. Rand, of Harvard University. The last named paper, which was read by proxy, described the poetry and the travels of Fortunatus, who flourished in the sixth century.

The last event of the meeting was a 'movie' production of the Oresteia of Aeschylus, as performed at Cambridge last December, with a lecture by Mr. J. Sheppard. This was so popular that a second performance had to be given.

There is no space to mention the various delightful entertainments. In conclusion, it may be remarked that opportunities were afforded of visiting the collection of ancient gems at Corpus Christi College, and of seeing some of the Greek and Latin manuscripts at the University Library.

Lord Milner was elected President for the coming year. The next meeting is to be held in January, at London.

BARNARD COLLEGE

GERTRUDE HIRST

### HORACE, SERMONES 1.3.29-34 AGAIN A MATTER OF STYLE

To the examples of the repeated adversative conjunction, given by Professor Knapp in THE CLASSICAL WEEKLY 14.153-154, we may add the following: 1 Corinthians 7.11: And such were some of you: but ye are washed, but ye are sanctified, but ye are justified in the name of the Lord Jesus, and by the Spirit of our God.

In Clifton Chapel, by Henry Newbolt, we find the following:

God send you fortune: yet be sure,  
Among the lights that gleam and pass,  
You'll live to follow none more pure  
Than that which glows on yonder brass.  
'Qui procul hinc', the legend's writ—  
The frontier grave is far away—  
'Qui ante diem periit:  
Sed miles, sed pro patria'.

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